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ABSTRACT

This paper describes how five medium-sized state institutions with teacher education programs have begun to meet the needs of under-represented, diverse populations. Central Washington University in Ellensburg, Washington, with large Hispanic and Yakima Indian populations, is participating in collaborative programs to establish a professional development center that will offer undergraduate and graduate programs to prepare teachers and school administrators from under-represented populations and provide opportunities for placebound students to acquire teaching degrees. Jacksonville (Alabama) State University has long served Appalachian Whites and now also serves an urban and rural Black population; it operates the Center for Individualized Instruction, an academic support center providing developmental education services. Saginaw Valley State University in Michigan serves urban Blacks; it recruits a culturally diverse student population, makes scholarships available to minority students, and provides reimbursement funds for undergraduate students seeking bilingual education endorsement. Montana State University serves both the Crow and Northern Cheyenne nations and has implemented the Systemic Teacher Excellence Preparation Project to help Native American and other mathematics and science teachers. The State University of New York at Plattsburgh, which has small numbers of Blacks, Hispanics, Asians, and French-speaking Canadian-Americans, conducts an outreach program to increase the diversity of the student body. (JDD)

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SERVING UNDER-REPRESENTED DIVERSE POPULATIONS

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Interest in serving under-represented, under-served, and minority populations is at an all time high. This interest is a result of many things. Black and Hispanic populations are becoming more educated, more vocal, and therefore, more politically powerful. In some parts of the country they will become the majority of the population in the not too distant future. Native American populations are beginning to use political power to claim rights long ago taken from them. Other culturally and linguistically different groups have begun to "piggy-back" on the larger groups in an effort to advance their cause. In addition, many leaders of the dominant majority culture have become advocates for these under-represented, minority groups.

Numerous NCATE compliance criteria are focused on dealing with these populations from criteria for acceptance into program to criteria for composition of the faculty. Campus groups, both minority and majority, have become vocal advocates for the rights of these diverse groups. Most all groups in higher education realize that, if we are to survive as a moral and ethical leader in this world, we must meet the needs of all segments of our population.

Nowhere in higher education has the push for equality become stronger than in teacher education. If minority students are to have access to higher education, they must have adequate preparation in the public schools and good role models are a very

important part of that success. Hence the need for minority teachers!

Central Washington University deals with large Hispanic and Yakima Indian populations. Jacksonville State University has long served Appalachian Whites. In addition, that institution now serves both an urban and rural Black population. Saginaw Valley State University serves a large urban Black population. Montana State University serves both the Crow and Northern Cheyenne nations. SUNY Plattsburgh has small numbers of Blacks, Hispanics, Asians, and French speaking Canadian-Americans.

This paper will describe how five medium sized state institutions have begun to meet the needs of under-represented, diverse populations.

CENTRAL WASHINGTON UNIVERSITY

Central Washington University is located in Ellensburg, heart of the Kittitas Valley, in the geographic center of the state. Its roots are in teacher education as it began as a normal school in the fading years of the 19th century. Along with business, teacher education competes for the greatest number of students. Its outreach programs extend north and south from Oregon to Canada and west to the Pacific Ocean. CWU is the largest employer, with ranching being the second largest. The population is predominantly white.

Thirty miles to the south lies the Yakima Valley which stretches another 50 miles in a southerly direction. Production of tree fruit of many varieties, especially apples, is the largest industry. The Yakima Valley has a large Hispanic population. The percentage of total population is one of the highest of any area in the county. Many former migrants from Mexico and the southwest, lured here to pick fruit and care for orchards, have become year-round residents. Language, lack of education, and low paying jobs have all contributed to their being a disadvantaged population. The valley also encompasses the Yakima Reservation, home of the Yakima Indian Nation.

Fifty miles to the north of Ellensburg lies the Wenatchee Valley which has a very large Hispanic population for the same reasons that the Yakima Valley does. In fact, you can go valley to valley in a northerly direction all the way to Canada and find large Hispanic populations for the same reason.

Language, culture, and poverty are three of the main problems that CWU confronts when trying to provide higher education to these populations. When one comes to campus, it is apparent that it is a very "white" campus. The Hispanic and Native American populations tend to be placebound, unable to come to campus for two or four years. Potential students from these groups tend to be of non-traditional age, have families of their own, and feel insecure leaving their support structure at home to come to a "foreign" environment.

CWU provides services for Hispanic and Native American students of traditional age who do try and venture into another culture (CWU campus) and those who desire an education but cannot come to campus. The ACCESS program provides for alternative admission for students who do not qualify under regular admission criteria and the Minority Retention Program provides academic services to under-represented minority students to maximize their potential for academic success. There is a bilingual education minor on campus to provide bilingual (Spanish) teachers for those districts impacted by large numbers of migrants and year-round orchard workers. It has met with very minimal success due to conditions stated above. Programs specifically designed to prepare teachers from and for under-represented populations will be the remaining focus of this part of the paper. The motto of teacher education programs at CWU is to prepare "facilitators of learning in a diverse world".

Obviously, as can be inferred from the last few paragraphs, one of the most logical solutions is to move the bilingual education minor to the target population, to the Yakima and Wenatchee Valleys. This is in process but funding and staffing problems prevent this from happening presently. Washington ranks 49th out of 50 in access to higher education.

There are two success stories which can be reported. One is a new, grant supported, collaborative program in the Wenatchee Valley and one is a successful, one of its kind, program in the Yakima Valley.

As a result of collaborative efforts of the Manson, Lake Chelan, and Wenatchee school districts, Educational Service District 171, Wenatchee Community College, and Central Washington University, a proposal was submitted under the State School Reform Act. This funded project will establish a Professional Development Center in the north central part of the state. Projects being investigated include development of a professional development school at one of the member districts, offering both undergraduate and graduate programs to prepare teachers and school administrators from under-represented populations, and working with minority high school students to encourage them into the teaching profession.

A needs assessment, recently completed, found that educators in the district are most interested in the graduate program in School Administration. The steering committee has recommended that the first project of the collaborative be offering Central

Washington University's program in school administration in the Wenatchee area. The hope is to prepare administrators from Hispanic and other minority group teachers.

Five years ago, three colleges in the central portion of Washington state began discussions that resulted in a four year teacher degree program for place bound students. The three institutions involved in this collaborative program are Yakima Valley Community College (YVCC), a two year state institution located in Yakima, Washington; Heritage College, a four year private institution located on the edge of the Yakima Indian Reservation south of Yakima; and Central Washington University. All three of the colleges are involved in the course work that results in the BA.

This program grew out of the demand to meet the needs of older/minority students who were not able to leave jobs, families, or other responsibilities to travel to the college campus. Local legislators and the Higher Education Coordinating Board were interested in meeting the needs of this under-served population. Students had been attending YVCC to obtain certification for day care and preschool licenses, but because of family, financial, or distance reasons, they were not able to continue their education at a four year institution to obtain a BA and teaching certification. Because the classes are held in the late afternoon and early evening and are in one location, most students are able to maintain much needed jobs or attend to

family needs. The average age of the student population is 36 years and a very high percentage are single mothers.

The program negotiated between the three colleges divides the responsibilities for course work so that each college carries a portion on a rotating basis. Students do their first two years of course work at YVCC. They graduate with an AA Degree with a strong background in early childhood education. The next two years are shared between CWU and Heritage. The courses are taught in the evening on YVCC's campus. CWU teaches juniors one quarter while Heritage teaches seniors and then the colleges switch.

Because the classes are held in Yakima, the surrounding school districts have also been helpful in providing classrooms for observations, practica, and student teaching. These same districts are also very eager to hire the graduates of this collaborative program. The districts have been involved and have seen the amount of field-based experience and types of course work these students receive.

The students enter the second two years as a cohort group. This provides them with a strong support system on which they learn to rely. It also gives the instructors a wonderful opportunity to engage in cooperative learning. Because the course sequence has been worked out and is set for the junior and senior years, instructors find that there is less going back and repeating or reteaching of material. The work builds on previous work and allows for much more material to be covered in classes.

The partnerships being built with the teachers in the field has also helped to bring new methods and techniques into existing classrooms.

Each quarter, the three colleges meet to discuss scheduling, fees, course work, and any other problems that may have arisen. By collaboratively working together, all major problems have thus far been worked out. The program does not duplicate existing programs at the private college and allows students to further their early childhood course work and receive endorsements in early childhood education and elementary education.

This collaborative program is a partnership between colleges, school districts, practicing teachers, instructors, and students. It has been a winning experience for everyone involved.

JACKSONVILLE STATE UNIVERSITY

Jacksonville State University, a state-supported regional institution in northeast Alabama, serves a student body that includes many first-generation college students. Nearly one-half of entering freshmen at J.S.U. are the first members of their families to attend college. Most of them are rural Appalachian whites. Other under-represented groups at Jacksonville State are African Americans from inner city Birmingham and urban Atlanta. Many of these students come poorly equipped for academic success. Many are classified as "learning disabled."

Since 1976, J.S.U. has provided developmental education services primarily through the Center for Individualized Instruction (CII), a multipurpose, multidisciplinary academic support center serving both undergraduate and graduate students. In fiscal 1992 the center served 1,879 students with tutoring and enrolled 2,363 students in learning skills and other courses. The CII offers computer-based instruction, special classes in learning skills, and peer tutoring in core curriculum subjects. According to CII director Claudia McDade, the most important thing the center does is to promote more internal control and self esteem in the students it serves. As she says, the center attempts to instill an "I can" attitude.

Basic skills classes include technical reading skills, reinforcing communication skills, basic pre-algebra skills, and basic algebra skills. These courses do not carry credit toward graduation. However, additional learning skills courses in academic survival skills, freshman orientation, life/work

planning skills, and employability skills do convey full academic credit. The CII staff has sequenced the learning skills and designed instruction so that students must master each skill in order before attempting more advanced ones. This year the CII is experimenting with a new course on cultural diversity to integrate African American, Asian American, Caucasians, international students, males, and females by requiring them to work together on academic projects.

Any faculty member may refer students to the Center for Individualized Instruction for help with any course. Students may voluntarily seek assistance for any course. In a 1992 survey, 77 percent of the faculty said they were familiar with the services offered by the CII. The academic departments may offer remedial courses through the CII and, currently, they offer such courses in English, mathematics, and chemistry.

Some departments offer other developmental education courses outside the CII. They include remedial courses in English, algebra, chemistry, and physics. The departments place students in those courses on the basis of ACT or SAT scores or faculty recommendations.

In the summer of 1993 Jacksonville State inaugurated a developmental studies program for high-risk high school students and high school graduates who wish to enter college. This is an eight-week residential program of 12 semester hours offered through the Center for Individualized Instruction. It includes instruction in reading, writing, mathematics, computer skills,

studying, and reasoning. The program assists participants in establishing realistic academic and vocational goals. In addition, the program focuses on personal life skills such as time management, stress management, decision-making, social skills, and responsibility.

The College of Education is not involved directly in any of these developmental education activities. Students wishing to become teachers must complete 60 semester hours of collegiate studies, including the core curriculum, and present a grade-point-average of 2.5 on their application for admission to teacher education at the beginning of their junior year. In addition, they must have earned a passing score of 300 on the Basic Skills Test required by the State of Alabama and a passing score on the College Base Examination. College of Education faculty have little or no contact with freshman or sophomore students. Nearly two-thirds of the students admitted to teacher education at JSU transfer from junior colleges.

The College of Education has a request for a new faculty position pending. If hired, the new faculty member will take on the responsibility for developing and implementing a new program to attract and retain minority students in teacher education.

STATE UNIVERSITY OF NEW YORK AT PLATTSBURGH

SUNY Plattsburgh has developed a number of initiatives to enhance the participation of under-represented minority students in its teacher education programs. This paper will initially outline a series of university wide initiatives discussed under *Enrollment Management* in *The Plattsburgh Plan 1992 - 1997* and then will discuss several specific approaches which have been developed by the Center for Educational Studies and Services.

The Plattsburgh Plan: 1992 - 1997

Enrollment Management: To increase the diversity of the student body.

A. Continue to develop and expand the Multicultural Outreach Program for matriculated undergraduate recruitment that has been used by the College Admissions Office.

1. Work closely with SUNY's New York City Office of Student Recruitment.

   Bus trips of minority students from New York together with advisors - visit for a day - housed locally.

   Church Days

   New York City Fairs

   Talent Search

   STAR (Students at Risk)

2. Visit selected high schools, agencies, and two-year colleges.

   These are "feeder" schools, selected because of numbers of minority students.

3. Attend college fairs (Selected areas: Rochester, Buffalo, etc.).
4. Host prospective students who visit the campus individually or in groups.

   (Similar to bus trips, etc.).

   Housing by locals for one night. Minority fraternity groups involved.
5. Hold open house events and mini-weekends on campus.

   MSW (Multicultural Student Weekend) visit by accepted students with their families in Spring.
6. Implement specifically targeted direct mail programs.

   (Journals read by minority students - outstanding achievement and science majors. Not applicants yet - encourage to apply).
7. Involve minority students and faculty in recruitment activities.

   (Peer recruitment - EOP's and traditional students. Volunteers from university go back to their high school and recruit. First two weeks in January and in Spring break).
8. Involve minority alumni in recruitment activities.

   (Similar to above activities).
9. Revise existing publications.

(Show a representative sample of cross-cultural issues with minority students shown).

10. Advertise.

(Similar to above. Use newspapers, other media).

B. Work closely with program from the "I Have a Dream Program" in New York City. Develop a partnership program which encourages student referrals to SUNY Plattsburgh (traditional, EOP or STAR admissions). (Usually Black, Hispanic, American Indian). Importance of "dreamers" (9,000 students, plus their advisors in 1990).

C. Focus on the recruitment of all capable students by considering the following when reviewing applications from underrepresented ethnic groups:

-patterns of courses taken

-patterns of achievement

-indications of consistent improvement in academic achievement

-recommendations of counselors

(Important to look holistically at applicant - not just SAT score - look at background, experience, etc.)

D. Identify qualified candidates who would add to the multiculturalism of the campus community and award them

merit-based scholarships from the SUNY Empire State Minority Honors Scholarship with matching funds from the Plattsburgh College Foundation. The awards are valued from $500 to $2,650 and about 50 students were successful in 1993.

E. Monitor the already developed college-wide plan for improving retention of enrolled multicultural students. A most important aspect of the university is the three "R's": Recruitment - Retention - Research.

F. Implement recruitment and staff developmental programs that would help faculty and administrators to become more responsive to the needs of multicultural and international students.

Note: The "staying power" of minority students in rank order:

EOP

STAR

Traditional enrollment

College of Educational Studies and Services

1991 - 1992 Minority Recruiting Assignment. (One faculty member). Recruitment Activities:

1. Addressed a *Human Relations Club* at a local high school and has been asked to serve as a consultant.

2. Assigned projects to student teachers at elementary, middle and high schools to influence numbers of students entering teaching programs.
3. Established a *Future Teacher's Association* at a local high school. Students paired with teachers from content areas of their choice.
4. Discussion groups at local high schools to talk about SUNY Plattsburgh.
5. Bulletin boards at local elementary and middle schools to publicize SUNY Plattsburgh.
6. Admissions office at SUNY Plattsburgh requested to send informational materials to students in local schools.
7. Two year colleges with high minority enrollment targeted for teacher enrollment.

The fall 1993 minority enrollment of education majors at SUNY Plattsburgh totaled 27 out of 762 (67 were listed as "unknown").

In fall 1986, four minority students were admitted as education majors and in summer 1993 two of them graduated. This rate compares to an overall graduation rate of 55.3% for all first-time Education major students in the same time period.

MONTANA STATE UNIVERSITY

The definition of under-served population in Montana is definitely Native American. The Systemic Teacher Excellence Preparation Project (STEP), is designed to help Native Americans and all mathematics and science teachers in the state of Montana.

Systemic Teacher Excellence Project (STEP) Update

STEP is a five-year NSF funded project for the improvement of the training of K-12 mathematics and science teachers in Montana. Funding for this project began in June 1993. During the first six months of the project, the following activities involving tribal colleges and nearby K-12 schools took place:

July 1993 - Representatives from the five tribal colleges to originally join STEP met in Great Falls with the project co-directors. Preliminary discussions took place regarding the establishment of model mathematics/science teaching labs at the tribal colleges, the recruitment and preparation of future mathematics and science teachers, and the development and delivery of courses by teams of tribal college and university system faculty.

September 1993 - Tribal college and university faculty met for two days in Polson, MT and at Salish Kootenai College to create guidelines for the STEP evaluation and to begin planning joint teacher preparation activities. STEP staff visited the Little Big Horn College to discuss the coordination of STEP with LBHC's FINEST grant.

October 1993 - The five tribal colleges originally participating in STEP (Blackfeet, Fort Belknap, Fort Peck, Little Big Horn and Salish Kootenai), were joined by Stone Child College. STEP staff visited Fort Peck College and nearby K-12 schools to discuss coursework and careers in mathematics and science teaching. NSF Division of Undergraduate Education Director Robert Watson (whose division oversees STEP), visited U of M and Salish Kootenai College.

November 1993 - Representatives from four tribal colleges attended a meeting in Bozeman with the project co-directors and STEP's NSF program officer Terry Woodin. The STEP co-directors visited four tribal colleges to discuss each site's plans for a model math/science teaching lab, to learn about teacher training programs started at some sites, and to gather recommendations for the team-designed distance learning courses to be developed through STEP. Campuses visited included SKC, FBC, SCC, and BCC. It was agreed that three distance learning courses would be planned during spring 1994 and offered next year for tribal college credit. The three courses are: Mathematics for Elementary Teachers, Introductory Chemistry and Environmental Science, Course planning teams consisting of 3-4 tribal college and university faculty have been formed, but additional team members are welcome.

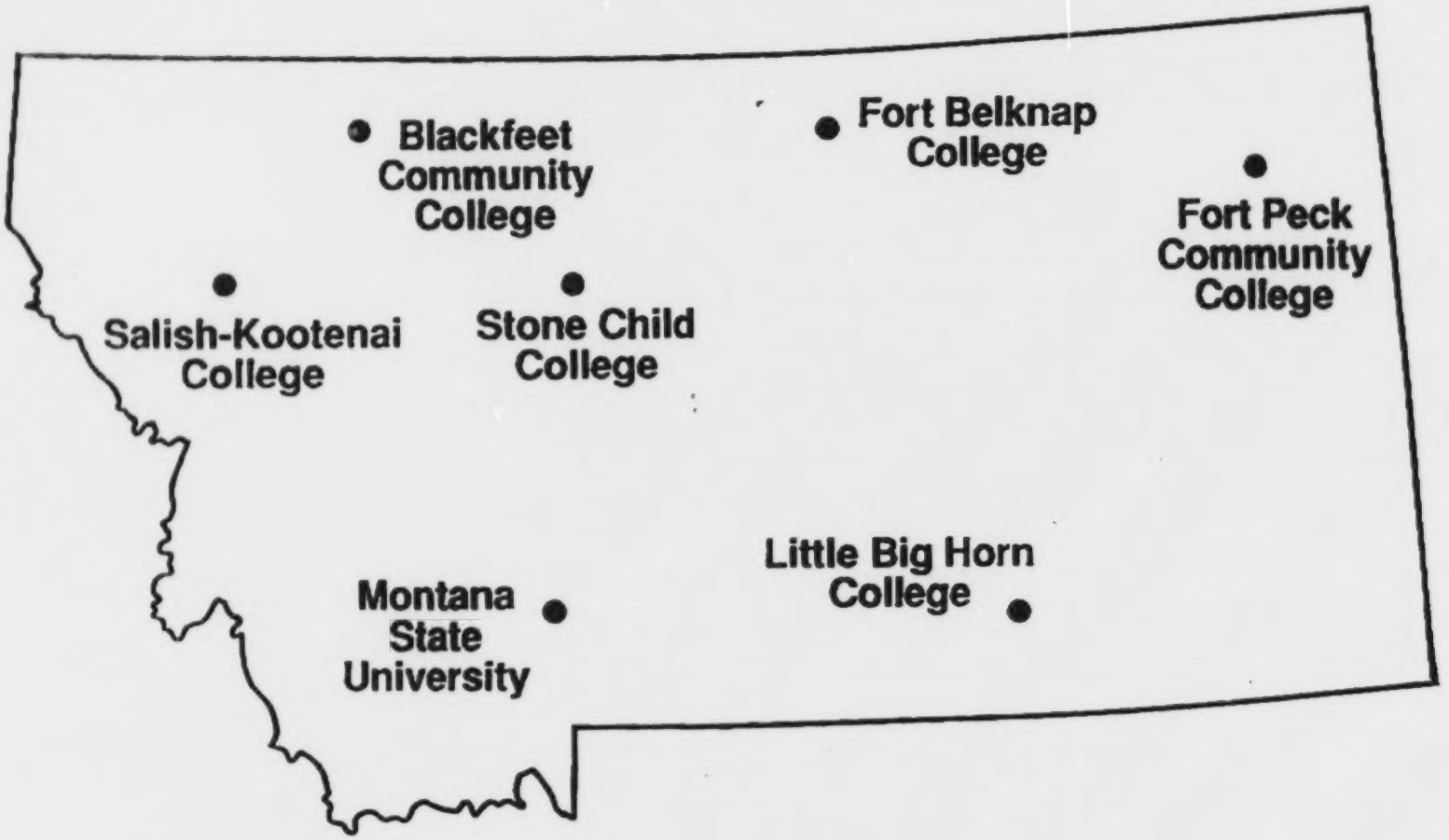
December 1993 - Planning teams for the three "first round" distance delivery courses met in Bozeman to participate in a day-long meeting on telecommunications. Activities included AIRONET

training, a demonstration of data and imagery available through INTERNET, and a demonstration of how the SHARE VISION system can be used to allow users at two sites (in this case SKC and MSU), to hold an "on camera" discussion or work together on the same computer program. Preliminary screening for STEP's model K-12 schools program took place on December 9. At least four of the eight sites selected will have significant Native American populations, and several of these will be located on or near a reservation. It is expected that negotiations with finalists will be wrapped up by early January, and that awardees will be announced later that month. STEP will work with these sites to develop exemplary programs in mathematics and science teaching, and in student teacher supervision. The sites will host student teachers from all the STEP campuses.

Winter/Spring 1994 - A preliminary planning meeting for representatives from the K-12 model sites will be held in Helena in early February. The three course planning teams will pilot segments of the courses to be offered next year. MSU academic advisor Nancy Evans will visit all interested tribal colleges to advise students planning to enter teacher training programs at any of the Montana University System campuses (U of M, MSU, Eastern, Western or Northern). She will meet with students in groups and also set up individual advising appointments.

Summer 1994 - Mathematics and science faculty at STEP tribal college campuses are invited to participate in a funded month-long workshop to be held at MSU from June 13 - July 8.

Participants will study advanced mathematics and science topics for graduate credit and will continue to work with university faculty on the planning and delivery of courses needed by future K-12 mathematics and science teachers. Science and mathematics teaching students from Blackfeet College will attend an intensive 6-8 week pre-calculus and physics workshop at MSU. It is expected that limited space will be available for interested undergraduates from other tribal colleges.


Blackfeet Community College
Fort Belknap College
Fort Peck Community College
Salish-Kootenai College
Stone Child College
Little Big Horn College
Montana State University

SAGINAW VALLEY STATE UNIVERSITY

At Saginaw Valley State College applicants from diverse economic, racial and cultural backgrounds are recruited through a wide variety of recruitment strategies. At the basic level, these strategies are undertaken by the Office of Admissions through a variety of initiatives, projects and efforts. At the advanced level, these strategies are carried out by the Office of the Dean of the College of Education. Strategies for seeking applicants from diverse economic, racial, and cultural backgrounds include 1) special programs, 2) local and regional advertising, 3) scholarships and financial aid, and 4) target recruitment. Recruitment is promoted through a variety of strategies and services by various offices. This promotion includes mail recruitment campaigns, high school visits, and open houses throughout the State of Michigan and target areas outside of Michigan, financial aid information sessions in high schools, and college nights throughout Michigan. In order to communicate with prospective students in mid-Michigan, members of the Office of Admissions are physically located in identified centers.

Efforts are also made to identify and attract students from diverse economic, racial, and cultural backgrounds by the staff of the Minority Student Service Office. Counselors in this office visit high schools, community colleges, churches, Indian Reservations, and other locations to recruit minority students to SVSU and to Teacher Education programs. They also assist these students with financial aid, admission, housing, and selection of courses, and help them in their adjustment to college life.

Brochures, handbooks, newsletters, and other printed material are designed and updated regularly to show that SVSU has a culturally diverse student population, and that we are interested in attracting and serving international students and minority students. Pictures of minority students are included in such printed material as shown in the 1992-94 SVSU Catalog.

The nature and geographic distribution of the student population enhance cultural diversity. For example, in Saginaw, a primary site for the delivery of unit programs, students from a variety of cultural, economic, and geographical backgrounds are enrolled in basic and advanced programs. This diversity of students is encouraged at the Saginaw and Macomb service sites.

The College of Education implemented several initiatives to attract minority candidates to its basic and advanced programs. Some initiatives are specific to the unit; some initiatives have been developed in consort with the University or with other institutions. Each initiative is discussed below for either the basic or advanced programs.

Bilingual Education Program. The Bilingual/Bicultural Education Program provides reimbursement funds for tuition and books to all undergraduate (basic) students seeking bilingual education endorsement and who qualify for the program. There are approximately 55 students in the program, and there are 60 spaces available. Applicants are recruited to the program by presentations to students in local and regional high schools

through informational brochures and other literature, and through on-campus programs and activities which explain the program.

Kellogg Math/Science Grant. Scholarship funds are available through a grant from the Kellogg Foundation to minority students interested in teaching mathematics or science.

Delta College Programs. A program has been developed in consort with Delta College, a two-year community college located in close proximity to SVSU, whereby minority students interested in teacher education can complete the first 62 credits of their program at Delta College and the remainder at SVSU. The program includes special counseling from an SVSU staff member and assistance from Delta and SVSU faculty. Applicants are identified and recruited through the collaborative efforts of the SVSU staff person and a designated counselor at Delta College.

Young Educators Society (YES). The Young Educators Society (YES) is a statewide program focused at minority young people beginning in junior high/middle school and working with them through the high school years to attract them to teacher education. The unit has given ongoing support to the involvement with YES each semester by hosting the local chapter with a workshop, presentations, or other appropriate activities. Also, the unit hosted the annual statewide YES Executive Board Meeting on campus in April, 1991.

Wade-McCree Scholarship/Incentive Program. The Wade-McCree Scholarship/Incentive Program is a State of Michigan scholarship program which provides funds to minority candidates during their

first four years of undergraduate study. Appropriate candidates are recruited by public school personnel and paired with a university faculty mentor who works with the student throughout the junior high school and/or high school years. At SVSU, the candidates are paired primarily with faculty in the unit to not only influence them to attend SVSU, but to attract them into pursuing teaching as a career choice.

Admissions Counselor. The University has hired an admissions counselor whose major responsibility is to recruit minority students to the undergraduate program. The unit has encouraged the counselor to focus on minority candidates who display an interest in teaching.

Field-based Experiences. The Department of Teacher Education, as described previously, has extensive field-based experiences. When students from the teacher education programs are placed in culturally diverse schools, they prove to be excellent ambassadors for the programs and serve as a mechanism for attracting qualified applicants.